



Module 6

Classroom Culture, Peer & Self-Assessment

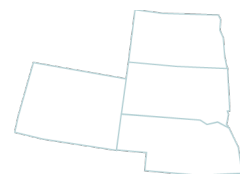
A Formative Assessment Program Created by
The Assessment & Accountability Comprehensive Center
and The North Central Comprehensive Center at McREL

Facilitator's Guide



Assessment and Accountability
Comprehensive Center

AACC • A WestEd and CRESST partnership



North Central
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Module 6

Classroom Culture, Peer & Self-Assessment

Overview of Module 6

This module is the sixth in a series of seven modules in the Formative Assessment Program. Participants will build on their understanding of the process of formative assessment and learn about the importance of a classroom culture conducive to formative assessment, as well as the value peer and self-assessment. Participants will have the opportunity to learn through a series of lessons, engage in processing activities to deepen their understandings, and consolidate their learning by applying new ideas and understandings about formative assessment in their own context through Try It Out activities.

Module 6 Learning Goals

1. Understand the need for a classroom culture conducive to formative assessment.
2. Understand the impact of teacher attitudes and beliefs about student learning on student achievement.
3. Understand the role of metacognition in learning.
4. Gain knowledge of strategies for peer and self-assessment.
5. Understand the value of peer and self-assessment in learning.

Module 6 Success Criteria

Participants can:

1. Identify the indicators of a classroom culture that supports formative assessment practices
2. Explain how a classroom culture supports formative assessment practices
3. Describe the impact of teacher attitudes and beliefs about student learning on student achievement
4. Explain the role of metacognition in learning
5. Identify strategies for peer and self-assessment
6. Explain the value of peer and self-assessment in learning

Main Message for Module 6

The culture of a classroom, including the beliefs, norms, values, standards, and practices, are all part of a mutually constructed teaching and learning contract between teachers and students. For formative assessment to be effective, teachers must create a positive classroom culture in which students share responsibility for their learning. This learning is strengthened and this sense of responsibility is developed as students engage in peer and self-assessment. Teachers must teach and model strategies of peer and self-assessment, provide practice, continually monitor students' use of those strategies, and provide feedback to help them improve their use of particular strategies.

At a Glance

Presenting the Workshop

Check When Complete	Lessons	Materials and Handouts
	Introduction to Module 6	PPT Introduction 6
	Turn & Talk: Student Involvement in Learning and Assessment	Discussion questions on PPT
	Lesson 1 Positive Classroom Culture 75 – 90 minutes	
	Lesson 6.1	PPT 6.1
	Turn & Talk: Six Characteristics of Positive Classroom Culture	Discussion questions on PPT
	Your Turn: Mind-Sets	Video
	Turn & Talk: Essential Structures in Classrooms	Discussion questions on PPT
	Try It Out: Classroom Culture Inventory	Handout 6.1.1
	Lesson 2 Peer Assessment 60 minutes	
	Lesson 6.2	PPT 6.2
	Your Turn: Positive Classroom Culture Characteristics	Handout 6.2.1 Discussion questions on PPT
	Your Turn: Video on Peer Feedback	Video Handout 6.2.1
	Turn & Talk: Examples of Peer Assessment	Discussion questions on PPT
	Try It Out: Considering Peer Assessment in Your Classroom	PPT slide directions
	Lesson 3 Supporting Peer Assessment 60 – 75 minutes	
	Lesson 6.3	PPT 6.3

	Your Turn: Peer Assessment Reflection	Handout 6.3.1 Discussion questions on PPT
	Try It Out: Peer Assessment Strategies	Handout 6.3.2 PPT slide directions
	Lesson 4 Self-Assessment 60 – 75 minutes	
	Lesson 6.4	PPT 6.4
	Turn & Talk: Metacognition	Discussion question on PPT
	Your Turn: Metacognition in Reading	Handout 6.4.1 Discussion questions on PPT
	Your Turn: Questions to Guide Student Self-Assessment	Handout 6.4.2 PPT slide directions
	Lesson 5 Supporting Self-Assessment 60 – 75 minutes	
	Lesson 6.5	PPT 6.5
	Consolidate Your Learning: Classroom Culture and Metacognition	Videos Handout 6.5.1
	Try It Out: Self-Assessment Strategies	Handout 6.5.2 PPT slide directions
	Approximate Total Time: 5 hours, 30 minutes	

Background Information

Classroom Culture for Formative Assessment

A central task for teachers practicing formative assessment is eliciting evidence of student thinking while teaching and learning are underway, so that they can take action intended to move learning forward. To do this effectively, teachers and students need to create a positive classroom culture in which students are willing to reveal their thinking to the teacher and to each other without fearing ridicule or sanctions. Such a classroom culture is characterized by the norms of mutual trust between teacher and students and among students; feelings of safety to express and challenge ideas;

and supportive, collaborative relationships. Teachers establish these norms by modeling respect towards students in their interactions; by showing that they value the students' ideas through careful, interpretive listening to students' questions and responses; and by the routines and structures that are established in the classroom. Teachers make the behavioral expectations for learning in the classroom clear, including how students work with and learn from peers, and provide challenging, rigorous learning opportunities for each student that are matched to an individual's level of learning. The level of challenge and support students receive from their teachers will be instrumental in shaping their beliefs and mindset about their own capacity to learn.

Beyond modeling and setting classroom expectations, teachers structure a classroom environment that supports different grouping configurations, from one-on-one, to small group, to whole class. This structure is accompanied by careful provision of resources and materials to support learning and enable independence on the part of the students. Without these kinds of structures, students will be overly dependent on teachers, and teachers will be limited in their ability to elicit and respond to evidence from different student groupings.

Peer and Self-Assessment

In the process of formative assessment, students have two sources of feedback that can help them move their learning forward: external feedback (that they receive from their teachers and peers) and internal feedback (that they generate when they engage in self-assessment). Module 5 addressed teacher feedback, and this module focuses on peer and self-assessment.

Just as a classroom culture can be conducive to teacher assessment, it can also be conducive to peer and self-assessment. The norms discussed above for facilitating formative assessment, also create an environment in which students are willing to give and receive peer feedback. In such an environment, students feel confident to make judgments and take action about their own learning. When students implement peer and self-assessment strategies, they take more responsibility for their learning, become more self-directed, and engage more fully in collaborative processes.

In his seminal paper on formative assessment, Royce Sadler (1989) argues that to provide feedback “the learner has to (a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap” (p. 121). This means that in both peer assessment and self-assessment contexts, students need to be clear about the criteria for examining their own or their peer's work (the success criteria) in order to make a judgment and provide constructive feedback.

In addition to the provision of clear criteria, students need to be taught to evaluate the work of others and offer constructive advice to peers about learning. Teaching these skills can begin in the early grades, for example, by modeling how to give feedback, and pointing out how the criteria are used to compare current work to the intended goal. Teachers can also support students by helping them structure conversations with sentence starters, such as, “I didn't understand when __,” “you made me think about __,” or “it was really clear when you said __.” Students can be encouraged to identify two things they thought were successful about their peers' work and one thing they thought

could be improved. This module presents a variety of specific ways in which teachers can support the development of peer assessment skills in young students as well as in students who are ready to give and receive more sophisticated peer feedback.

Teachers must continually monitor peer assessment skills, in particular by engaging students in class discussions about how peer assessment is working and how the practice could be improved. This continual process of monitoring, giving feedback, and providing assistance is necessary if peer feedback is to become an established classroom routine of formative assessment.

Because peer assessment involves thinking about learning, students who are providing feedback to their peers can also deepen their own understanding. As Dylan Wiliam (2006) notes, “research shows that the people providing the feedback benefit just as much as the recipient, because they are forced to internalize the learning intentions and success criteria in the context of someone else’s work, which is less emotionally charged than one’s own” (p. 6).

Peer assessment is a useful way to help students engage in self-assessment. Sadler (1989) makes the case for this when he states, “teacher-supplied feedback to learner self-monitoring is not something that comes about automatically. For an important class of learning outcomes, the instructional system must make explicit provision for students themselves to acquire evaluative expertise. It is argued that providing direct and authentic evaluative experience is a necessary (instrumental) condition for the development of evaluative expertise and therefore for intelligent self-monitoring” (p. 143). When students develop evaluative expertise in the context of peer assessment, they are more able to use these skills when they are involved in self-assessment.

When students engage in self-assessment they develop skills in metacognition and self-regulated learning. Self-regulated learners monitor their learning, compare it to specific criteria, and then make adaptations to their learning strategies when they deem it necessary (Butler & Winne, 1995; Paris & Winograd, 2003; Zimmerman, 2000). By developing these skills, students are able to take control of their own learning.

Self-monitoring skills need to be taught to students. This module presents a variety of techniques that teachers can use to help students develop their skills. Teachers can model self-assessment through think-alouds. Teacher feedback that includes clues, hints and suggestions can offer students a source of learning strategies and tactics that they can employ independently. Teacher questioning and prompting about possible courses of action can provide a model of self-regulated learning that students can implement when they are having difficulties. In the end, self-regulation is about *learning how to learn*, a vital skill since, ultimately, no one can learn for someone else. Both peer and self-assessment are valuable components of students’ learning and must be integrated into classroom routines.

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Additional Reading:

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Essential Planning and Set Up

This section of the guide is provided to assist you in preparing to facilitate the learning sessions with your group. We know that the person selected to facilitate each team varies in background, skill and understanding of formative assessment, and have designed the information with the following assumptions. We assume the facilitator:

- Will clearly communicate the expectations to the participants
- Has general content knowledge about formative assessment
- Has general content knowledge appropriate to the grade levels taught by participants in the learning team
- Understands adult learning practices
- Includes all participants in lesson delivery, discussions, and activities
- Will clearly communicate schedules, logistics, what to bring to meetings, time commitment, and all other necessary information to participants
- Will follow up with individuals to help each participant grow in knowledge and skill, and meet their personal growth goals

Essential Planning

Before the meeting:

- Read this Module 6: Classroom Culture, Peer and Self-Assessment Facilitator's Guide in its entirety and become familiar with the content and activities.
- Complete the background reading about classroom environment, peer assessment, and metacognition, as suggested in the previous section.
- Run through each lesson and activity yourself before presenting it to others.
 - Re-read "Mind-Sets and Equitable Education" by Carol S. Dweck (Principal Leadership, January 2010) to prepare for Lesson 1. Participants will recall this article and then view a video from Carol Dweck, talking about the importance of mind-sets. If it is appropriate, replace the scenarios suggested in Handout 6.1.1 with scenarios relevant to your school setting. This will allow your learning teams to apply their thinking about mind-sets to real situations.
 - Collect one or more positive examples of classroom physical environments, taking pictures of the classrooms if possible. You will share these with the group during Lesson 1. You should also think ahead about examples of particular classrooms and/or lessons which evidence a positive social/emotional environment and encourage individual responsibility. These positive examples can be referenced throughout Module 6.
 - It may be helpful to collect one or more examples of how teachers use both peer assessment and self-assessment strategies before starting Lesson 2.
 - Preview the following video clips used in Module 6:
 - Lesson 2: UK high school students engaging in peer assessment
 - Lesson 3: Peer assessment
 - Lesson 3: Ontario self-assessment

- Lesson 3: Continual monitoring example
- Lesson 5: Two videos to illustrate possible classroom culture and metacognitive processes
 - To prepare for handout 6.4.2, review information about think-alouds. You may wish to complete Handout 6.4.2 ahead of time with suggestions for teachers' use of think-aloud strategies in various content areas.
- Establish the meeting times and place, and communicate this to participants.
- Determine how you would like the group to use the online handouts – digitally with laptops or with printed copies of the PowerPoint and handouts that you provide. Is the expectation that participants print the PowerPoint and handouts themselves?
- Visit with each participant prior to the first meeting to find out where they are in their journey with formative assessment. Determine the skills, knowledge and understanding they already bring to the group. It will be helpful to know what each participant's level of experience is with peer and self-assessment and with creating a classroom culture that facilitates formative assessment.

On the day of the meeting:

- Prepare the room. Ensure that the room is comfortable and that computer speakers and a working Internet connection are available to present the online module content.
- Provide refreshments or ask participants to bring their own drinks and/or snacks so they can concentrate, especially if the meetings are held after a school day.
- Keep to the time schedule.
- Be certain to include every participant in the group discussions.
- Establish ground rules or working norms for meetings and discuss them with participants.

Sample norms might include:

- Listen for understanding
- Engage in the work
- Allow all voices to be heard
- Focus on solutions
- Assume positive intent
- Challenge ideas, not people
- Respect perspectives of others

After the meeting:

- Follow up with each individual or each learning team at least once between lessons to see how their Consolidate Your Learning and Try It Out activities are going in the classroom. Offer individual tips, feedback, and assistance as needed. Refer to the implementation and

"Before anything else, preparation is the key to success."

-Alexander Graham Bell

-Quote found on
<http://www.brainyquote.com/quotes>

intersession advice sections of this document to get ideas for extending the professional development.

- Encourage participants to reflect on the strategies they currently use and on additional strategies they may want to try in their classrooms. Provide time for group discussion and sharing of ways to engage students in peer and self-assessment. This area can be difficult for some teachers, especially if they rely heavily on teacher generated feedback in their classrooms.
- Engage in some reflective dialogue exercises with participants to get their feedback for you as a facilitator. Ask them how you can continuously improve the workshop and your facilitation skills.
- Review the entire module at the end before moving to Module 7: Putting It All Together.

Advice for Facilitators

- Send the agenda to all team members prior to the meeting date.
- Establish and review the learning team's ground rules, the participant expectations for each session, and how you plan to communicate between sessions.
- If participants are bringing laptops, be certain to have tables, chairs, and power strips to plug in cords.
- Establish partners or teams for lesson pairing, sharing, and collaborating in discussions. These partners/teams may remain the same or change as you complete each module.
- Use and model formative assessment strategies with your participants whenever appropriate.

Ten Formative Assessment Strategies to Try

1. Clarify the learning goals and success criteria at the beginning of each collaborative learning team meeting. Post them on the wall. At the end of the meeting, refer back to these and examine the extent to which the learning goals have been understood and the success criteria reached.
2. End lessons with a 5-minute “Turn to Your Neighbor” time to recap and discuss key messages from the lesson.
3. Give everyone in the learning team an index card with a different question relating to the meeting’s topic. Ask participants to respond to the question throughout the meeting and share out at the end.
4. Provide participants with statements related to the module content and ask them if they agree or disagree with them prior to beginning the lesson or before moving on to a new lesson. Allow discussion of these ideas. This will help you identify misconceptions to address as the facilitator.
5. Let participants develop some activities and guiding questions to ask each other during and after the meetings related to the learning goals and success criteria identified for the module.
6. Use a feedback protocol such as “2 Stars and a Wish” that allows partners or teams to provide feedback to each other. Stars are strengths and wishes are areas where improvement is suggested. Ask participants to be specific on both the stars and wishes and connect them to the learning goals and success criteria for the lesson.

7. Ask participants to write “Minute Papers” to end a lesson. Minute Papers are generally written on half sheets of paper or index cards. Allow participants to write one or two important concepts from the day’s lesson. The purpose is merely to provide a chance to self-reflect on one or more important understandings gained from a lesson or a module.
8. Use the following questions to guide participants in a self-reflection:
 - What do I currently know or think I know about this topic?
 - Why is it important for me to know about this?
 - What questions do I have about this topic?
 - What do I expect to learn studying this topic?
 - How can I find more information on this topic?
 - What do the experts say?
 - Has this made a difference in my learning?
 - How will I use what I have learned?
 - Will this make a difference in my students’ learning?
9. Ask participants to write in a learning log or journal on a regular basis. Participants can indicate what they tried each day, what frustrations or barriers they are experiencing, what they plan to do next, and what questions they have about formative assessment. Have participants bring their logs to meetings and share entries with the team or a partner.
10. Ask participants to engage in an observation and reflective dialogue with another team member. Ask them to invite another team member into their classroom for a peer observation of one learning goal from the module. Set up a time for the observer to provide descriptive feedback. The participants should use the success criteria for the module to provide descriptive feedback to each other. If face-to-face peer observations aren’t possible, video a lesson where you are using formative assessment practices. Bring the video to a team meeting and ask for descriptive feedback on the practice.

Implementation, Intersession and Feedback Advice

Implementation Advice

This module focuses on helping participants understand the need for a classroom culture conducive to formative assessment and some of the actions that teachers can take to establish this kind of culture. This module will build on the learning from Module 5 about responsive actions needed to move learning forward. That module ended with guidance about providing feedback that helps students advance their own learning and making time for students to use the feedback; begin Module 6 by reminding participants of the learning from Module 5.

Sharing examples of actions that they tried in the classroom and opportunities for students to use the feedback given to them will allow your participants to reconnect with the learning in the earlier module. Reassure participants that providing descriptive feedback becomes easier with practice. Remember that your goal is to encourage practice, since practice and experience are not synonymous! (Experience is simply engaging with the activities, whereas practice is meant to *improve* performance.) Talk to the participants about the amount of practice that is needed to seamlessly implement their learning from Module 5. With the large group of participants, figure out how to

integrate the time into this session for more practice or decide how this can be accomplished as intersession work.

As with each new module, starting with a review of the intersession work will act as an anticipation guide for the new module. Your participants need to see that what they are learning relates and is relevant to their day-to-day activities. Discussing what they tried and how it went will help make that connection. Additionally, sharing what they implemented reinforces reflection, which is a component of metacognition. Emphasized in this module are strategies for creating a positive classroom climate that supports formative assessment processes. Supporting collaborative relationships among the participants will help you maintain a focus on the role positive culture plays when providing feedback that can come from within the learning teams (peer to peer), or as part of self-assessment.

When grouping your participants, refer to the facilitation advice from the previous modules. If you have been working with the same group of participants, they may have a preferred arrangement for working in groups. Think about how their work together should model a positive working environment. It may be important to reorganize the teams to provide different viewpoints during lessons one through three. Discussing these actions is an important part of the teams' work together. Discussing teacher attitudes and beliefs about student learning can be difficult, so providing protocols to support crucial conversations is recommended. Provide as much work time as possible in the groups so that participants develop a shared understanding of the vocabulary, ideas, and strategies included in each lesson.

A quality formative assessment process models a feedback loop that traces the steps that are part of good instruction. Overlaying the entire process is the need for a supportive classroom culture in which teachers' attitudes and beliefs focus on a growth mind-set—one that persistently focuses student learning on student achievement. Learning about a growth mind-set vs. a fixed mind-set will prompt extensive discussion among participants. Many participants, especially those at the elementary level, will feel that this is an area of expertise for them. For others, as they learn more about the research base that supports the characteristics of positive classroom cultures, their current practices may be challenged. Allow sufficient time to discuss examples and address teacher concerns. During these sessions, remember to respect and validate the real-world experience that teachers bring to the discussions.

Developing relationships with and among students is an ongoing classroom process that includes many strategies and procedures. Students need to be taught the routines and behaviors that create and sustain a supportive environment. This includes teaching a routine or behavior, modeling it, reinforcing it, and practicing it. Some teachers may hold a traditional belief that it is their role to set high expectations for students, but developing personal relationships with students is outside their professional purview. They set high expectations for students, but offer little academic or emotional support to help students meet those demands. According to John Hattie's recent examination of 800 meta-analyses on student achievement, one of the strongest correlates of teacher effectiveness is teacher-student relationships. The top teacher-student relationship variables associated with high levels of student achievement that he identified were: nondirectivity (i.e., encouraging student-initiated and self-regulated activities), empathy, warmth, encouragement of higher order thinking,

encouragement of learning and adapting to student differences (Hattie, 2009). Participants may want to learn more about these studies during the intersession activities.

The following comments related to Module 6 will include suggestions for what to emphasize, ideas for grouping teams during a specific lesson, opportunities to deepen participant understanding, and situations where confusion may arise. The questions you ask and the time you provide for reflection and discussion are all important components of effective implementation. Because Module 6 includes lessons dealing with metacognition, peer assessment, and self-assessment, it may be important to check for understanding or elicit participants' prior knowledge about these processes as they relate to their current classroom practices. As the facilitator, clear use of vocabulary and provision of a wide variety of video examples will help everyone as they consider how this work can be incorporated into their current practices. Don't rush the learning during Module 6 since educator beliefs can be strongly held and should be treated respectfully and thoughtfully. Plan for multiple opportunities for your participants to practice, reflect, and discuss with others. Use any materials that you already have to illustrate a positive classroom culture that includes metacognitive and peer and self-assessment processes. If possible, gather and archive good examples for participants to refer to as they continue this work.

Read the advice provided below as you plan for each lesson in Module 6. The text will emphasize some main ideas from the lesson, highlight places where participants may struggle and get confused, and provide suggestions and probing questions to help you model the formative assessment process and facilitate the learning experiences.

<p>Lesson 1</p>	<p>Positive Classroom Culture Main Messages:</p> <ul style="list-style-type: none"> • <i>A positive classroom culture is essential for formative assessment.</i> • <i>Monitoring and maintaining positive mind-sets is key to a classroom culture that supports formative assessment.</i>
<ul style="list-style-type: none"> • Positive classroom culture includes physical structures, social/emotional structures, and structures for individual responsibility. This lesson covers many aspects of positive classroom culture and you may want to have each small group focus on one of the aspects of each structure, in order to allow a deeper discussion of what it would look like in the classroom. For example, in the physical structures, what would a teacher do to provide resources to support student learning? Participants might suggest providing samples to illustrate what good student work looks like. Other participants might suggest that teachers should support a student's sense of comfort and order by providing clear instructions for tasks and resource use. As you pace this lesson, be sure to allow enough time for teachers to thoroughly discuss and explore the essential components of each of the structures. • The first part of the lesson emphasizes the importance of planning for action. The second part focuses on determining the right action to take. Allow ample time for the Your Turn conversation about Mind-sets and Equitable Education, and turn it into a crucial 	

conversation in which participants are invited to share their ideas and beliefs. They can share initially in small groups and then with the entire group. How do they currently make decisions in class? Fixed or growth mind-sets? What have they experienced themselves as learners? What responsive actions do they take with students? Participants can be prompted to reflect on their ideas and beliefs by reviewing examples, making observations from videos, gathering ideas from others, and then discussing them in small groups. Recognizing their own practices and ideas is a necessary first step to changing or revising their instruction. Don't rush through Lesson 1 until participants are comfortable with examples from their own experiences.

Lesson 2

Peer Assessment

Main Messages:

- *Peer assessment helps students to understand the success criteria when looking at another student's work or listening to their explanations.*
- *Peer assessment supports individual student learning and group or team responsibility for cooperative learning.*

- When determining the "Just Right Instruction," peer assessment may be a good approach to support student learning. The first step is to determine if students understand what peer assessment means. The second step is to determine if the success criteria are provided in a way that students can interpret them when reviewing the work of another. The third step is to determine students' prior experiences with peer assessment and the fourth step is to decide how to provide the time and structures for peer assessment sessions. If peer assessment has not been an active strategy in a teachers' classroom, what are the necessary next steps to begin the process? This question will be addressed in the next lesson so don't spend too much time answering it. Students may perceive peer assessment as an opportunity to be supportive of a classmate, not as an opportunity to review and provide feedback on that classmate's work. Teachers that provide checklists or point based rubrics often find that in a peer review process, students will want to "give" high marks to their classmates which is not the purpose of the strategy. The purpose is to provide constructive suggestions for how peers can improve. Video examples from a variety of grade levels and subject areas will help participants clarify their understanding of peer assessment as they plan to use the strategy with their students.

Lesson 3

Supporting Peer Assessment

Main Message:

- *Teachers need to teach, model, provide practice, give feedback, and monitor students' use of peer assessment strategies.*

- This lesson asks participants to talk about the steps that are needed to model the peer assessment process with students. Remind them that using sample work that they have scanned (but with the name removed) or work samples that can be posted in the classroom will help when they model the process for students. Once students understand that the process is meant to help learning they can then practice peer assessment in a

<p>way that is supportive. Be sure to underscore the importance of students' role in a peer assessment process: not only can the students be resources for each other, but also peer assessment gives students the opportunity to deepen their own understanding of the goal and success criteria in the context of someone else's work.</p> <ul style="list-style-type: none"> • One approach that you can take with participants is to identify the positive and negative consequences that can result when implementing a peer assessment process. If you have time available, assign each small group of role-alike participants the job of creating or locating a task for which peer assessment would be useful. Each group should share with another group and provide feedback based on their understanding of what is needed to support a peer assessment process. After they have analyzed the feedback given by the other group, they should discuss in their small teams. End with a larger group question and answer session. Gather the examples identified or created from various content areas and post these examples on the wall or upload them to the site you are using with participants. • Many teachers and administrators will worry about the amount of time it takes to engage in peer assessment with students. Emphasize again that this is a learning process for all students. Provide the opportunity for participants to share what works for them and to provide some suggestions that others can try. Examples include: notebooks with feedback sheets either at the beginning or end of the notebook; sticky notes on student work (many students do not want other students to write on their assignments); comment markers, highlighting, or underlining; and flip videos of student conferences. 	
<p>Lesson 4</p>	<p>Self-Assessment Main Messages:</p> <ul style="list-style-type: none"> • <i>Learning to think critically is an important element of metacognition.</i> • <i>Learners can become better self-assessors once they have learned to be successful peer assessors.</i> • <i>Students' metacognitive skills can help them self-regulate and take control of their own learning.</i>
<ul style="list-style-type: none"> • Remember that no one can learn for someone else: the <i>student</i> is doing the learning. With a focus on learner-centered classrooms, participants should recognize the importance of teaching metacognitive strategies. To get a better understanding of this concept, ask each participant to come up with a scenario where they describe how they would go about teaching about metacognition and providing metacognitive strategies that students can use. Then working in groups of three or four, have them in turn ask each other the question, "What do my students need to have me do to support self-assessment and self-regulation?" Encourage participants to come up with realistic examples and then remind them to Try It Out! 	
<p>Lesson 5</p>	<p>Supporting Self-Assessment Main Message:</p> <ul style="list-style-type: none"> • <i>Teachers need to teach, model, provide practice, give feedback, and</i>

	<i>monitor students' use of self-assessment strategies.</i>
	<ul style="list-style-type: none"> Students need to have a mental model in place to recognize work that meets established success criteria. Recall the following quote from Wiliam, that appeared in an earlier lesson in this module: "Research shows that the people providing the feedback benefit just as much as the recipient, because they are forced to internalize the learning intentions and success criteria in the context of someone else's work, which is less emotionally charged than one's own." Bringing this idea to the attention of students in classrooms helps to reinforce the importance of peer assessment before a focus is placed on self-assessment. Turn the tables on the participants and ask how teachers could use this information to become reflective practitioners themselves. How can they become more metacognitive about their own practices? What experiences would benefit them as they develop their own learning about self-assessment strategies? What tools would help with the process? How could learning logs, reflection logs or self-assessment templates be useful to them? Implementing self-assessment processes in the classroom is not a one size fits all set of steps. Through active self-monitoring, each teacher will develop his or her own version of the process, so expect that process will look different from classroom to classroom.

Intersession Advice

In addition to the "Try It Out" activities, we pose three options for intersession work before moving to the next module:

Option 1

Additional Input (individual or group) – Watch a YouTube video, read an article, go to online resources, etc. After Lesson 1, your participants may want to find out more about the work of Carol Dweck and the research on mind-sets. There is a YouTube video about "Brainology" that can be viewed at <http://www.youtube.com/watch?v=pF5yB31IT5Y> to help you learn more about Dweck's work on student learning. Additionally, think about how you can help students develop a growth mind-set towards learning, a mind-set which helps them develop persistence. To learn more about teacher beliefs and what is needed to support effective classroom environments, go to the YouTube video given by John Hattie at <http://www.youtube.com/watch?v=SisXbT7CWWs> . Discuss the new learning and think about how his ideas can help teachers create classrooms that support formative assessment processes.

Option 2

Collaboration with others – Within a PLT group meeting, face-to-face, or virtually on a wiki or other Web 2.0 platform, discuss questions generated by the group to extend their learning (or provide them with 3 questions based on lesson/module learning goals and success criteria). Changing teachers' practice is not easy, and participants can benefit from viewing videos of effective teaching. Included here are links to two YouTube videos of teachers using think-aloud strategies, as well as a web site for the science reading example (Handout 6.4.1) used in Lesson 4.

- Text to World connection (Cleveland teacher):
<http://www.youtube.com/watch?v=oi7RfnkTL4&feature=related>
- Comprehension: <http://www.youtube.com/watch?v=G0ZHimY5YZo&feature=related>
- Effective teaching: Think Aloud web site:
<http://www.tantasqua.org/superintendent/profdevelopment/etthinkalouds.html>

Use the videos to engage participants in a discussion about what the teachers and students are doing in the classroom and how and why it is effective. A key message is that transition to new procedures and practices like those modeled in the videos, takes times and significant change does not occur by making small changes in practice but by stopping something and moving to different instructional practices. Talk about this idea and any others that the participants would like to share as it relates to their work implementing a positive classroom climate that includes opportunities for peer and self-assessment.

Option 3

Action Research – This occurs when you ask participants to try something and reflect on how it goes (self-reflection or peer feedback). Referring back to the lessons in this module, action research is an excellent option to consolidate and reinforce learning from both lessons 3 and 5. Give your participants a simple template that asks them to provide a question they will investigate, how they will go about finding out, what they discovered (evidence) and what the findings tell them about their instructional practice. For example, teachers might pose the following question, “Will students use the feedback provided by peers to help close the gap between where they are currently and the learning goal?” Next they would determine when and how often to provide peer feedback opportunities. From the subsequent student work samples, they would gather evidence of student learning that they could then summarize as part of their findings. Bring participants together to share their plans and results. Administrators should partner with teachers for this activity.

After providing these options to your group, be certain to gather information regarding which options they select, what materials and other resources they use, and what impact these options have on their learning and implementation.

Feedback Tool

As you progress through each module, we suggest that you keep track of how the learning is progressing using the following feedback template. This is important since the formative assessment process needs to be modeled by you as you work with others, and the feedback you gather and provide will inform your role as a facilitator.

Feedback Template

Lesson	What worked well?	What didn't work?	Checks of Learning	Next Steps
Lesson 1: Positive Classroom Culture				
Lesson 2: Peer Assessment				
Lesson 3: Supporting Peer Assessment				
Lesson 4: Self- Assessment				
Lesson 5: Supporting Self- Assessment				